

Climbing for the Health of It

Using Traverse Wall Activities to Increase Physical Activity in Youth



Lesson Plans and Activities Written by

April Oesterling, Student

Black Hills State University Outdoor Education Program

Spring 2007

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Partners

Black Hills State University Outdoor Education Program

BHSU Collegiate Outdoor Leadership Program

City of Spearfish Summer Recreation Program

Spearfish Middle School Physical Education Program



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Office of Health Promotion

2007

Climbing for the Health of It

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Climbing for the Health of It

Introduction

In 2006, the Outdoor Education Program at Black Hills State University applied for a grant through the South Dakota Department of Health in order to purchase youth-sized rock climbing shoes, full-harnesses, holds, and gear to allow access to the new indoor rock wall to community youth and youth programs, and support leadership training for future physical education, wellness, and outdoor education professionals.

One product of this project is this series of lessons, written by Outdoor Education student April Oesterling, that help our youth educators make the connection between teaching safe climbing on a traverse wall and encouraging healthy, active lifestyles.

Since receiving the grant, BHSU college students have been able to work with numerous area youth at the rock wall, including scout groups, school groups, and drop-in youth at our open wall nights.



Special thanks go to our partners:

- 🧡 Annette Johnson, Spearfish Middle School Activities Director, and the Spearfish Middle School Physical Education Program
- 🧡 Alecia Hoffman, City of Spearfish Community Activities Coordinator and the Summer Recreation Program
- 🧡 Andy Christy, past president, and Josh Peters, current president, and all the members of the BHSU Collegiate Outdoor Leadership Program

We are providing these lesson plans as a starting point to trying out these activities with your program. We caution all youth leaders: climbing is a dangerous sport. We encourage all program leaders interested in leading climbing activities – even traverse-wall activities – to obtain additional training and certification. Of course, we do not take any responsibility for any accidents occurring from the use of these activities.

If you have any questions, feel free to contact us.

Chris McCart, Outdoor Education Program Coordinator
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Spring 2007

Climbing for the Health of It

Safety Rules

Before Climb

- ✿ Supervision by an appointed adult
- ✿ Safety mats, of appropriate size are placed snugly against the wall
- ✿ Long hair must be pulled back in a manner to prevent it getting caught or in the way of climber or other climbers.
- ✿ All jewelry or other accessories are removed

During Your Climb

- ✿ No climbing above designated area (students should not climb above the height of their own shoulders)
- ✿ No climbing around, over, or under another child
- ✿ Follow wall supervisor's instructions completely at all times
- ✿ Everyone must have a spotter¹ when climbing
- ✿ Jumping is prohibited when disengaging from the wall
- ✿ No interfering with others climbing
- ✿ There should be at least a body length between individuals at all times
- ✿ Only one person to a hold at any given time

After Climb

- ✿ Possible hazard areas should be noted and then either fixed or marked
- ✿ Students not climbing or spotting should be off the mats
- ✿ When students finish their climb they should step down from the wall
- ✿ Wall supervisors should be alerted to any problems with equipment

These safety rules are designed only as guidelines. They are not designed, and should not be used, as a substitute or replacement for a facility safety plan. Please use your facilities' safety guidelines as the basis for safety rules at your facility. See lesson plans for additional safety considerations.

Credit

Lesson plan written by April Oesterling, Black Hills State University Outdoor Education student

¹ A spotter is a person that stands behind the climber and ensures that, if a fall should occur, the climber's head and neck are protected. See picture for further explanation and proper stance.

Climbing for the Health of It

Lesson Plan Summary

Linked to lesson plan



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Climbing for the Health of It

Lesson Plan for Kindergarten to 2nd grades



Lesson Objectives

Students will

- 🧗 Be introduced to rock climbing
- 🧗 Recognize the importance of teamwork
- 🧗 Associate rock climbing with an active healthy life style
- 🧗 Demonstrate how to climb safely

Materials

2 or 3 rings of each color (red, orange, yellow, green, blue, purple), pictures of a rainbow with clear color distinction so they have a visual to go along with the vocalizations. Hand outs.

Preparation

Have the colored rings set to the side so that they are out of the way, but ready to put up after Simon Sez is over while the students take a break.

Lesson Sequence

Introduction: “Today we are going to learn how to climb on the rock wall safely, how to warm up and stretch properly before we start climbing to help keep us from getting hurt. We are going to practice our listening skills with Simon Sez. Then we will see how well you guys know your colors when we play rainbow climb.” Introduce wall safety rules according to the safety rule sheet. Check for understanding by asking at the end what the rules were and how can we make sure to follow them.

Warm-up: “Before we get started climbing on the wall today we will have to prepare our bodies. Warming up before starting an activity is very important. This helps keep us from hurting ourselves while we are having fun and also makes us better climbers.”

“So does anyone know how we get warm? (Wait for answers) How do we get warm when we are outside and it is really cold? (Wait for answers) We move, right? Does anyone jump up and down when they are cold? Lets spread out, a least an arm’s length from our neighbors, and jump up and down now to warm up our muscles.”

When group seems comfortable jumping up and down, have them add arm movements to the activity. (Make sure they are spread out enough to prevent injuries.)

Stretching: See stretching description sheet

Activity 1: Simon Sez

- 1) “Well, now that we are done with stretch, we can move on to the rock wall. Remember; all the rules we went over must be followed exactly. Let’s review them quick to make sure that everyone remembers them.” Go down the list of rules, reading them out loud one by one. Check to make sure that everyone understands them one last time.
- 2) “Our first game today will be Simon Sez. Has anyone here ever played Simon Sez before? Here are the rules that we are going to follow while we play. I will call out an instruction and you will follow it, but only if I say Simon Sez before the command. Okay, let’s practice this.”
- 3) “Simon Sez line up facing the rock wall. Simon Sez put your right hand on a yellow hold. Put your left hand on a blue hold.” Anyone who puts their hand on a blue hold would be out. But since this is just a practice round, they will get a second chance. Continue giving commands, ensuring that everyone “gets” the game before really going into it. The last person out is the winner. Depending on how long this first game takes you may be able to play more than one.

Break: Setup the colored rings on the wall so that each panel has an equal amount of each color.

Activity 2: Rainbow Climb

- 1) Have everyone cluster around you in a semi-circle. Number off students so that they are in teams of 2 to 6 (groups of 3 are best).
- 2) Explain the rules of the game as follows: “Can anyone name to me the colors of the rainbow? Let’s list them off: red, orange, yellow, green, blue, purple. This is the order that we are going to be retrieving our colored rings from the wall.
- 3) Climbers must go up one at a time, retrieve the right colored ring, and then climb back down, and tag the next partner in line.
- 4) Remember that the rings must be retrieved in the correct order. Everyone should help the climber out by telling him or her what color is next.
- 5) The first team to make a rainbow will be the winning team.
- 6) Remember, it is more important to have students climb safely then for them to climb quickly.

Cool Down/Discussion

- 1) Have group sit down cross-legged in a circle.

- 2) Place the coloring box into the middle of the circle and pass around paper.
- 3) “Now that we are all done climbing everyone gets to draw a picture on their sheet of paper of what was the hardest activity we did today.”
- 4) Give students about 5-10 minutes to draw their pictures. Then go around the group allowing everyone a chance to describe what they thought was the hardest part. After everyone has gone, lead the discussion on ways they can improve their climbing by eating right and exercising. Be sure to stress the importance of a healthy, active life style.






Review: “Today we learned how to climb on the rock wall safely. What are the rules for climbing on the rock wall? Was it important to warm up before we started climbing? What did we do to warm up? We got to practice our listening skills with Simon Sez. Why was it so important to listen carefully while we were climbing? Colors of the rainbow with our rainbow climb. What were those colors? Who wants to climb again another day? Remember that warming up, stretching, and practice will make you better climbers so that you will grow up big and strong.”

Stretching: See stretching worksheet

Teaching Tips

Watch the students closely to see how they are responding to the materials being presented. Adjust accordingly so that the learning experience is maximized. The colored rings should be soft and flexible, as well as easily removed. They should be placed just below the smallest student’s maximum climbing height, or smaller students and taller students should be placed in groups together to make it fair and fun for everyone.

Safety Tips

-  Students should follow the safety rules completely at all times.
-  Ideally, there should be more than one supervisor for the group to help minimize problems before they arise. (Prevention is the key.)
-  The wall should never be left unsupervised if students can access it alone.
-  Use the same pattern for stretching.
-  Have students count out loud with you while stretching.

Reference

Climbing the Walls by Everlast Climbing Industries (pgs.38-39 & 76-77)
Training for Climbing by Eric J. Hörst (pgs. 72-76)

Credit

Lesson plan written by April Oesterling, Black Hills State University Outdoor Education Student





Climbing for the Health of It

Lesson Plan for 3rd to 5th grades



Lesson Objectives

Students will:

-  Be introduced to rock climbing
-  Recognize the importance of teamwork
-  Associate rock climbing with an active, healthy life style
-  Demonstrate how to climb safely

Materials

Masking or athletic tape marked with one number and one letter

Preparation

Get the wall setup and ready for students to start climbing. Never leave the wall unattended if students can access it when unsupervised. Put masking tape with a letter and a number (1-9) on each piece as you go. These should be placed at intervals appropriate for the group's size and with height considerations appropriate for all participating students.

Lesson Sequence

Introduction: “Today we are going to learn how to climb on the rock wall safely and how to warm up. Warming up helps us to stretch properly before we start climbing this keeps us from getting hurt. We are going to practice our mathematical know-how with our first activity: The Gambler. Next we will see how well you guys know your spelling words when we play spell a word.” Introduce wall safety rules according to the safety rule sheet. Check for understanding by asking at the end what the rules were, and how we can make sure to follow them.

Warm-up:

- 1) “Before we get started climbing on the wall today, we will have to prepare our bodies. Warming up before starting an activity is very important. This helps keep us from hurting ourselves while we are having fun and also makes us better climbers.”
- 2) “Let’s spread out, a least an arm’s length from our neighbors, and swing our arms like a windmill to warm up our arm muscles.” (Make sure they are spread out enough to prevent injuries.)

- 3) "Now let's do jumping jacks to warm up our legs and arms at the same time.

Stretching: See stretching worksheet.

Activity 1: The Gambler:

- 1) "Well, now that we are done with stretching, we can move on to the rock wall. Remember all the rules we went over must be followed exactly. Let's review them quickly to make sure that everyone remembers them." Go down the list of rules reading them out loud one by one. Check to make sure that everyone understands them again.
- 2) Divide the students into pairs or groups of three. Make sure to put stronger climbers with other stronger climbers. Put this group on the more difficult portions of the wall. Likewise, you will want to put the weaker climbers on an easier section of the wall. However, even though you are putting students on portions of the wall that meet their skill level, the students need not know that they are on an easier portion of the wall.
- 3) "Our first game is called 'The Gambler.' This game will challenge you both mentally and physically."
- 4) You will climb on your panel of the wall to different numbers until you have touched a combination of numbers that equals the number that is called out. For instance, if I were to call out 4, you could climb to a spot with the number 4 on it and touch it, or you could climb to a 3, and then a 1. Since 3 and 1 added together equal 4, you have completed your number search.
- 5) You can also use subtraction to get the number you need. 5 and 1, for instance, would give you 4 as well.
- 6) You cannot, however, touch the same number more than once each turn. For instance, you couldn't touch 2 twice to make four."
- 7) Check for understanding and then have students go up to the wall so they are ready to climb.
- 8) Call out the first number and watch students climb to those spots. Use small numbers to start out with. Proceed to higher numbers to challenge students but still taking into account their mathematics skill level.

Break

Activity 2: Spell a Word:

- 1) "You guys might have noticed while you were looking for different numbers that there were also letters next to the numbers on the wall. Our next game is called 'spell a word.' This game is a lot like the last game we played, but this time we are looking for letters instead of numbers. We are going to be spelling words with the letters on the

wall. The letters must be touched in their correct order to spell the word.”

- 2) “Okay, so our first word is ‘cat.’ The partner on the ground can help their partner on the wall find letters. The ground partner’s main duty is to spot for their partner.”
- 3) Call out short words, giving everyone the chance to spell their word. Partners should then switch before calling out the next word. If a group doesn’t know how to spell a word, they can ask neighbors for help as long as they aren’t distracting spotters.

Cool Down/Discussion:

- 1) Have group sit down in a circle.
- 2) “Everyone worked very hard today on the rock wall. Now that we have completed our wall activities, let’s go around the circle and tell the story of what we learned today. As we go around the circle, everyone should add his or her own piece of today’s story to create our own story chain. I will start.”
- 3) Share a memorable moment about the day’s activities with the group. Have each of the students state their own memorable moment from that day’s climbing activities.

Review: “Today we learned how to climb on the rock wall safely. What are the rules for climbing on the rock wall? Was it important to warm up before we started climbing? What did we do to warm up? We got to practice our math skills with ‘the gambler.’ Can anyone tell me what numbers could be used to make 5? How about 21? Why did you and your partner have to work as a team to get the right combination of numbers? What were some of the hardest words to spell when we played ‘spell a word?’ Did climbing to spell a word make it harder to spell the words or easier? Did this activity help to make you better spellers? Who wants to climb again another day? Remember that warming up, stretching, and practice will make you better climbers. Proper exercise will also help you become fitter, so you can lead a healthy, active lifestyle.”

Stretching: See stretching worksheet.

Teaching Tips

Watch the students closely to see how they are responding to the materials being presented. Adjust accordingly so that the learning experience is maximized. It is a good idea to use words that are found either in a past spelling lesson or in the current one. Make sure that the words aren’t so difficult that students are getting frustrated, and so, lose sight of the fun in their climbing experience.

Safety Tips

 Students should follow the safety rules completely at all times.

- 🌿 Ideally, there should be more than one supervisor for the group to help minimize problems before they arise. (Prevention is the key.)
- 🌿 The wall should never be left unsupervised if students can access it by themselves.
- 🌿 Use the same pattern for stretching.
- 🌿 Have students count out loud with you while stretching.

Reference

Climbing Walls by Jim Stiehl and Tim B. Ramsey (pgs 110-111 & 125)

Training for Climbing by Eric J. Hörst (pgs. 72-76)

Credit

Lesson plan written by April Oesterling, Black Hills State University Outdoor Education Student

Climbing for the Health of It

Lesson Plan for 6th to 8th Graders



Lesson Objectives

Students will:

- 🌸 Be introduced to rock climbing
- 🌸 Recognize the importance of teamwork
- 🌸 Associate rock climbing with an active, healthy life style
- 🌸 Demonstrate how to climb safely

Materials

- 🌸 Copies for students of the hangman worksheets (enough for a couple of different climbs)
- 🌸 Masking or athletic tape with one letter per piece on it
- 🌸 3-foot long pieces of string (one for each group)
- 🌸 Highlighters
- 🌸 Pens

Preparation

Get the wall setup and ready for students to start climbing. Never leave the wall unattended if students can access it when unsupervised. Put masking tape with a letter on each piece as you go. These should be placed at interval appropriate for the group's size and with height consideration for the students.

Lesson Sequence

Introduction: “Today we are going to learn how to climb on the rock wall safely, how to warm up and stretch properly before we start climbing to help keep us from getting hurt. We are going to practice our puzzle-solving skills with climbing hangman. Then we will see how well you guys can work together as members of a team with cooperative climbing.” Introduce wall safety rules according to the safety rule sheet. Check for understanding by asking at the end what the rules were and how can we make sure to follow them.

Warm-up:

- 1) “Before we get started climbing on the wall today we will have to prepare our bodies. Warming up before starting an activity is very important. This helps keep us from hurting ourselves while we are having fun and also makes us better climbers.”

- 2) "Let's spread out, a least an arm's length from our neighbors, and swing our arms like a windmill now to warm up our arm muscles."
(Make sure they are spread out enough to prevent injuries.)
- 3) "Now let's do jumping jacks to warm up our legs and arms at the same time."

Stretching: See stretching worksheet

Activity 1: Climbing Hangman:

- 1) "Well, now that we are done with stretching, we can move on to the rock wall. Remember: all the rules we went over must be followed exactly. Let's review them quickly to make sure that everyone remembers them." Go down the list of rules reading them out loud one by one. Check to make sure that everyone understands them one last time.
- 2) Divide the students up into groups of 3 or 4. Make sure to put stronger climbers with other stronger climber and put this group on the more difficult portions of the wall. Likewise, you will want to put the weaker climbers on an easier section of the wall. However, even though you are putting students on portions of the wall that meet their skill level, the students need not know that they are on an easier portion of the wall. Stronger climbers can be put with weaker climber, though, if the stronger climbers will be able and willing to assist the weaker student to make them better climbers. Judge your group fairly and use a system appropriate for them.
- 3) "Has anyone in here ever played hangman before? Who remembers the rules of the game? Our first game is called 'climbing hangman.' This game will challenge you both mentally and physically, so be ready for it. One of the group members will be on the wall while the other students will be spotting. One of the members of the group on the ground will be responsible for their hangman sheet. It will be their job to record the climber's progress and to see if the climber can spell their word before the hangman is reached. (This person is not a spotter.)
- 4) Climbers will climb on their panel of the wall to different letters until they have touched a combination of letters that either spells their word, or until they get 10 letters wrong.
- 5) The recorder should tell the climber if they were right or wrong, but they should not give away the word by anything more than the hints given on the sheet. These clues will include a category for the word and the number of letters in the word.
- 6) The climber will become the next recorder and a spotter will be rotated in to climb. The recorder will then become a spotter. Make sure that everyone gets a chance to climb.
- 7) Spotters are allowed to assist the climber by giving them suggestions, but the spotter's first job is to spot the climber."

- 8) Check for understanding and then have students go up to the wall, ready to climb.
- 9) Hand out a hangman sheet and let the group get going.

Break

Activity 2: Cooperative Climbs:

- 1) “Everyone did a really good job on the wall with climbing hangman. Now we are going to start an activity that will test both your climbing skills as well as your teamwork skills.”
- 2) You and your partner will be climbing across the wall to see how far you both can get. The challenge of this climb is you and your partner will be attached by a string stuck into your pockets (or tape at the hip if they don’t have pockets). Your goal will be to get across the wall without losing the string by communicating with your partner so that you are both moving together, helping each other to make it across. (The string can’t be tied to them, but instead must be loose enough that a good tug will dislodge it.)
- 3) Have one group at a time start on the wall and then add groups, keeping each group a panel apart. (2nd group start on panel 1, panel 2 empty, 1st group on panel 3)
- 4) The other members of the group will be spotters when they aren’t climbing. Climbers should be switched out so that everyone within each group gets a chance to climb.”

Cool Down/Discussion:

- 1) Have group sit down in a circle.
- 2) “Everyone worked very hard today on the rock wall. Now that we have completed our wall activities, we are going to pass out complements to the members of class. We will use this ball to pass complements to everyone in the circle. No one can be passed to twice in one round. The ball will be passed around until everyone has received a complement.”
- 3) This is not a throwing competition, so be sure that the person you are tossing the ball to is looking and ready to receive your pass. Remember, you are all still responsible for keeping each other safe.”

Review: “Today we learned how to climb on the rock wall safely. What are the rules for climbing on the rock wall? Was it important to warm up before we started climbing? What did we do to warm up? We got to practice our spelling skills with climbing hangman. What was the most difficult part of this activity? Was it difficult to think of what letter you wanted to use next and which letters you had already used? What were some of the hardest words that you had? How did you have to use problem solving to figure out the word? The next activity we did was a cooperative climb. What was the hardest part of this activity? Did you and your partner have to

communicate to get across the wall without the string falling? What strategies did you and your partner use to get across the wall? Who wants to climb again another day? Remember that warming up, stretching, and practice will make you better climbers. Proper exercise will also help you become fitter, so you can lead a healthy, active lifestyle.”

Stretching: See stretching worksheet

Teaching Tips

- ✿ Watch the students closely to see how they are responding to the materials being presented. Adjust accordingly so that the learning experience is maximized.
- ✿ Make sure that the words aren’t too long, or else a climber won’t have a very good chance at succeeding.
- ✿ To discourage cheating, hand out one hangman sheet at a time to the groups.
- ✿ The hangman sheets can be made so that all the recorder has to do is make marks on the sheet. Circles around letters mean they are in the word, x’s mean that they aren’t. The body parts should be highlighted to show which body parts have been used up.

Safety Tips

- ✿ Students should follow the safety rules completely at all times.
- ✿ Ideally, there should be more than one supervisor for the group to help minimize problems before they arise. (Prevention is the key.)
- ✿ The wall should never be left unsupervised if students can access it by themselves.
- ✿ Use the same pattern for stretching.
- ✿ Have students count out loud with you while stretching.

Reference

Climbing Walls by Jim Stiehl and Tim B. Ramsey (pgs114-115)

Training for Climbing by Eric J. Hörst (pgs. 72-76)

Credit

Lesson plan written by April Oesterling, Black Hills State University Outdoor Education Student





Climbing for the Health of It

Lesson Plan for 9th to 12th Graders



Lesson Objectives

Students will:

-  Be introduced to rock climbing
-  Recognize the importance of team work
-  Associate rock climbing with an active, healthy life style
-  Demonstrate how to climb safely

Materials

Pre-constructed twister spinners

Hula-hoops

Preparation

Get the wall setup and ready for students to start climbing. Never leave the wall unattended if students can access it when unsupervised. Construct 2 spinners for twister. Split the rock wall in half with a piece of masking tape. Have hula-hoops set off to the side.

Lesson Sequence







Introduction: “Today we are going to learn how to climb on the rock wall safely, how to warm up and stretch properly before we start climbing to help keep us from getting hurt. We are going to practice our puzzle solving skills with ‘twister.’ Then we will see how well you guys can work together as members of a team with ‘hula hoop haven.’ Introduce wall safety rules according to the safety rule sheet. Check for understanding by asking at the end what the rules were and how can we make sure to follow them.

Warm-up:

- 1) “Before we get started climbing on the wall today we will have to prepare our bodies. Warming up before starting an activity is very important. This helps keep us from hurting ourselves while we are having fun and also makes us better climbers.”
- 2) Let’s spread out, a least an arms length from our neighbors, and swing our arms like a windmill to warm up our arm muscles.” (Make sure they are spread out enough to prevent injuries.)
- 3) “Now let’s do jumping jacks to warm up our legs and arms at the same time.”

Stretching: See stretching worksheet.

Activity 1: Climbing Wall Twister:

- 1) “Well, now that we are done stretching, we can move on to the rock wall. Remember: all the rules we went over must be followed exactly. Let’s review them quickly to make sure that everyone remembers them.” Go down the list of rules, reading them out loud one by one. Check to make sure that everyone understands them one last time.
- 2) Split the students into two groups. Each group will get their own side of the rock wall and a spinner.
- 3) “Has anyone here ever played Twister before? This rock wall game is a take-off on the original game, but it does have a few very important differences in its rules. Here are the rules of the game:
 -  Each time a color and body part is called out, climbers must move appropriately to get a hold of that color with that body part.
 -  If a climber is already on the hold described, they will have to move to another hold of the same color and with the appropriate body part.
 -  Two people can’t be using the same hold at the same time. The spotters will also act as referees to judge who was at the hold first. (The other player in this instance would have to find another appropriate hold.)
 -  Students can’t “tangle” themselves with other students in order to reach a hold.
 -  Students can’t go over or below other players.
 -  If a move is not possible, then the player must step off the wall and will then become a referee.
- 4) A referee will be in charge of spinning the spinner and calling out instructions.
- 5) If any rules are broken, the player who broke the rules will be eliminated from that round.
- 6) Everyone should get a chance to play on the wall. No more than 6 people should be climbing at any time. (Here the size of the wall should be taken into consideration.)
- 7) Check for understanding before the game is started, and then have students go up to the wall, ready to climb. They can begin when you give them the signal.

Break

Activity 2: Hula Hoop Haven:

- 1) “Everyone did a really good job on the wall with ‘climbing twister.’ Way to look out for each other’s safety. Now we are going to start an activity that will test both your climbing skills and your teamwork skills.”

- 2) "You and your partner or partners will be climbing across the wall to see how far you both can get. The trick to this climb is that you and your partner will be attached by a hula hoop that must be attached to one arm at all times."
- 3) "Your goal will be to get across the wall without breaking the links in the hula hoop chain by communicating with your partner so that you are both moving together, helping each other to make it across."
- 4) Have one group at a time start on the wall and then add groups keeping each group a panel apart. (2nd group start on panel 1, panel 2 empty, 1st group on panel 3)
- 5) The other members of the class will be spotters when they aren't climbing. Climbers should be switched out so that everyone gets a chance to climb.
- 6) If the activity goes too fast or seems too easy for students, you can add an additional level of challenge by having the pairs of students pair with another group. Have this 4-person group traverse the wall as one unit. This will add difficulty, as well as encourage communication and problem-solving skills.

Cool Down/Discussion:

- 1) Have group sit down in a circle.
- 2) "Everyone worked very hard today on the rock wall. Now that we have completed our wall activities, we are going to pass out complements to the members of the class. We will use this ball to pass complements to everyone in the circle. No one can be passed to twice in one round. The ball will be passed around until everyone has received a complement."
- 3) "This is not a throwing competition, so be sure that the person you are tossing the ball to is looking and ready to receive your pass. Remember, you are all still responsible for keeping each other safe."
- 4) Now discuss with the group their strengths and weaknesses. "What do you think your strengths were? What were your weaknesses? How do you think you can improve on these areas?"

Review: "Today we learned how to climb on the rock wall safely. What are the rules for climbing on the rock wall? Was it important to warm up before we started climbing? What did we do to warm up? We got to practice our problem-solving and athletic skills with 'climbing twister.' Was it difficult to play Twister on the rock wall? Why? What were some of the differences between playing this game on the wall and on the ground? What kind of movements did you have to use to keep from falling off the wall? What muscles did you use the most while moving? Next we traversed the wall with hula-hoops. Was this difficult? What kind of tactics did you use to get across the wall? Did you have to communicate with your partners to get across the wall without falling? Specifically, how did communication help or hurt your group while you were climbing? Would you want to climb

again another day? Remember that warming up, stretching, and practice help to make you better climbers. Exercising will make you fitter leading you to a healthy active lifestyle.”

Stretching: See stretching worksheet.

Teaching Tips

- 🌸 Watch the students closely to see how they are responding to the materials being presented. Adjust accordingly so that the learning experience is maximized.
- 🌸 Be certain to inspect all materials before the class uses them.
- 🌸 Make sure that teams are of equal climbing levels, or that weaker climbers are put with stronger climbers only when appropriate for the group.

Safety Tips

- 🌸 Students should follow the safety rules completely at all times.
- 🌸 Ideally, there should be more than one supervisor for the group to help minimize problems before they arise. (Prevention is the key.)
- 🌸 The wall should never be left unsupervised if students can access it by themselves.
- 🌸 Use the same pattern for stretching.
- 🌸 Have students count out loud with you while stretching.

Reference

Climbing the Walls by Everlast Climbing Industries (pgs.62-65)

Training for Climbing by Eric J. Hörst (pgs. 72-76)

Credit

Lesson plan written by April Oesterling, Black Hills State University Outdoor Education Student

Climbing for the Health of It

Stretching Exercises

Use these exercises before and after climbing



Stretching Diagrams

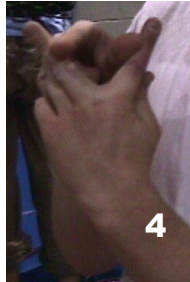


Stretching Exercises Description

- 1) "Now that we have our muscles all warmed up we can start in on stretching. Let's start at our heads and move down our bodies one area at a time so we don't forget anything." Have students roll their heads first forward, then backwards, and finally off to either side. This will loosen up their shoulder muscles and help them to relax before climbing. Ensure that the neck movements are slow and smooth so that no one hurts themselves by whip-lashing their heads back and forth.
- 2) "Okay our necks are all loosened up so now we can move to our arms and shoulders." Have students bring their right arm up as if flexing their muscles. Then they should fold the elbow towards their chests, tucking their hand in under their chins. With the left hand they should put slight inward pressure towards their chests. Have them hold for 10 or 15 seconds, release and do the same to the left arm.



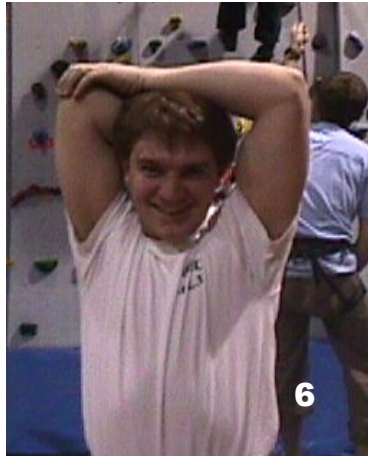
3) “Hand muscles are used a lot when you are rock climbing. It is very important to get your fingers all stretched out before you climb and after you are done.” Have students bend each finger back individually, starting with the pinky on their left hand and then moving down all the fingers till each has been stretched, ending with the thumb of the right hand. (Make sure to emphasize that they shouldn’t pull their fingers back too far or they will hurt themselves and be unable to climb.)



4) “Our hands and fingers are so important. Let’s do one more stretch to really make sure that they are all loosened up.” Have students use their index and pointer fingers to spread apart the gaps between each of their fingers.



5) “The muscles in our lower arms also get a lot of use while climbing. To stretch these we put our left arm out in front of us, making a fist with our hand. Our fingers should be facing towards the ground. We then put our right hand over the left fist and pull it back nice and slow, hold it for 3 seconds and then let it go.” Have them then rotate their wrists and pull them back towards their bodies slowly. Do both stretches (the same) to the opposite hand.



- 6) "Let's continue stretching our muscles." Have students touch the backs of their necks with their right hands so that their elbow is sticking straight up into the air. They can then apply some pressure to the elbow with their left hand pushing the elbow backwards. Still in this position, they should lean towards their left side slowly. Repeat on the right side.



- 7) "To finish off our upper body stretches we are going to put our hands above our heads, cross our wrists, and put our palms together. Now reach for the sky."
- 8) "Alright, let's move right on down to our lower backs." Have students do toe touches, bending slowly from the waist and going down as far as they can without pain.



- 9) "Well, we have now stretched out everything except our legs. Let's do some leg stretches, because our legs are the main muscles that we are going to be using when we climb. The legs have the strongest muscles in our bodies." Everyone should lie on the floor, arms at their sides and legs straight out from their bodies. Have everyone bring their right knee towards the center of their chests with their toes pointing straight out from their bodies. They should pull their knee towards their chests, hold it for 5 to 10 seconds, release the knee, lower that leg down, and repeat with the left leg.



10) “Now we get to all pretend to be seals. Does anyone know what a seal looks like when he is stretching? Watch me and then imitate what I do.” Have students turn onto their stomachs and raise themselves with their arms so that they are making a seal shape with their bodies. The head should be bent back as well.



11) “Okay this will be our last stretch. Everybody stand up. Put one leg out to the side and reach down toward your toes on that same side.” Have them hold this for 10 to 15 seconds, then have them do the same on their other leg.”

It is a good idea to do similar stretching patterns, as students will then learn the stretches more quickly from repetition. They will also be more likely to practice stretching on their own.

Credit

Lesson plan written by April Oesterling, Black Hills State University Outdoor Education Student

Special thanks to Black Hills State Universities Collegiate Outdoor Leadership Program rock wall supervisor Corey Antes for modeling the stretches.

